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Three MGCSA Members Receive GCSAA Awards As Environmental Stewards

(Editor's Note: Three MGCSA members are chapter winners in the Public Golf Course category of GCSAA's Environmental Steward Awards.)

Dan Steiger
The Legacy Courses at Cragun's
Brainerd, Minn.

As a new facility, with construction of 36 holes beginning in 1997, the Legacy Courses at Cragun's have incorporated technically advanced systems to maximize the efficiency of water usage and minimize the impact of management activities. The complex encompasses about 500 acres of forest with little surrounding development. The focus of the development was to limit the changes to the pristine woodland environment. During construction, more than 3 miles of silt fence was installed to protect wetlands. On slopes in front of the fences, berms were created to allow runoff to percolate into the soil. On more severe slopes, straw bales, biodegradable erosion mat and collection basins were used to slow runoff.

Water-quality management includes taking baseline water samples from a number of specific sampling locations and then conducting semi-annual sampling at the same locations. Water usage is controlled by monitoring natural rainfall and evapotranspiration rates to determine how much irrigation is needed. A carefully designed irrigation system allows Steiger to maintain the turf with minimum inputs.

David Solga
Giant's Ridge Golf Course & Ski Resort
Gilbert, Minn.

Located in the Superior National Forest of northeastern Minnesota, Giant's Ridge covers a portion of the southeastern region of the Mesabi Iron Range, the largest iron ore producing lands in the United States. The state-owned facility was completed in 1997 following the interruption of construction by allegations suggesting that sufficient environmental studies had not been completed for the course development. The action was largely a result of the discovery of two rare plants on and/or adjacent to the property. A one-year, \$1.5 million litigation resulted, with the court ruling that construction could resume, yet one hole was rerouted to protect one of the targeted species.

Boulders up to 8 feet in diameter were unearthed during construction, and these were used to form "glacial sculptures" on many of the holes. This ultimately led to one of the most distinguished features at the facility. An environmental board, including Solga's staff and other key individuals, has been established to suggest stewardship programs to benefit both the community and facility. In 1999, Golf

Digest recognized Giant's Ridge as one of the Top 10 "Best New Upscale Public Courses in the United States" as well as the

"Best Public Course in Minnesota."

Doug Hausman, CGCS
Dakota Dunes Country Club
South Dakota

Located in southeastern South Dakota, each golf hole at Dakota Dunes has edge habitat, allowing free movement of the abundant wildlife that resides on the property. The three primary types of habitat are prairie, woodland and wetland. Through the routing plan of the Arnold Palmer-designed golf course, all three areas are used to their full potential. In addition, 200 acres of the development, called "the point," will be left undisturbed.

The edges of the property were planted as shelter belts during construction to promote flyway usage by waterfowl and wildlife movement. This example of forward thinking by the developer earned the facility the Abex Award from the state of South Dakota. The Dakota Dunes Development Co. is currently working with an architectural firm to tie a bike trail system to a new trail system at the club, allowing the public to enjoy the "point" area at Dakota Dunes.

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House Research Bill Summary: Phosphorus Fertilizer Control

FILE NUMBER: H.F. 3582

DATE: February 22, 2000

Version: As introduced

STATUS: Agriculture and Rural Development Policy Committee

Authors: Holsten and Others

Subject: Phosphorus Fertilizer Control

Analyst: Sam Rankin, 651-296-5047

This document can be made available in alternative formats upon request. Please call (651) 296-6753 [voice]; or the Minnesota State Relay Service at 1-800-627-3529 [TTY] for assistance.

Overview

House File 3582 strictly limits the use of fertilizer containing phosphorus on turf surfaces in the seven metropolitan counties.

Section I

1. Definition; turf. Defines turf as mowed grasses maintained at residential, public, and private locations.

2. Phosphorus use prohibition. Generally prohibits the use of plant foods containing phosphorus on turf in the seven metropolitan counties.

Exceptions to the general prohibition are allowed when a soil test indicates added phosphorus is needed to support healthy turf growth or during the first year when a new area of turf is being established. If phosphorus plant food is used, the rate of application must not exceed University of Minnesota recommendations.

Fertilizer containing phosphorus must not be applied on impervious surfaces. Any spill to an impervious surface must be immediately cleaned up and properly disposed of.

3. Phosphorus plant food consumer information.

Subd. 1. Point of sale information. After August 1, 2002, a person selling plant food containing phosphorus must post appropriate consumer information about lawful sale, prohibited uses, and voluntary best management practices at the point of display and provided printed consumer information to a person purchasing plant food containing phosphorus.

Subd. 2. Production and distribution of point of sale information. The commissioner of agriculture, the Minnesota extension service, and the fertilizer industry must produce consumer information materials to meet the needs of the display requirements in subdivision 1. The commissioner must implement a training program on the posting and distribution on consumer information. The information materials must be available at retail points of sale no later than April 1, 2001.

4. Factors causing adulteration. Clarifies the requirement that fertilizer must be properly labeled as to its actual chemical content.

5. Assessment of administrative penalty for improper use or sale of fertilizer containing phosphorus. Allows the commissioner to assess, or delegate to local units of government to assess, an administrative penalty of \$25 for violating the prohibitions on the use of plant foods containing phosphorus.

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tion and member certification.

- Tracks individual progress in closing the competency gaps.
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The HR Web software's features are best appreciated when demonstrated, as will be done at chapter meetings. There will be a demonstration available at conference and show with a complete testing model available in the spring. With access to a computer and some training, we are confident you can create your own competency profiles. Remember, there will also be a paper-based version of the competency profiling tool for those who prefer to use it.

Now we get to the part that many of you have been waiting for--the issue that set the whole Professional Development Initiative in motion in the first place -- member classification.

What you have heard about so far in this presentation is the process and curriculum that will support this idea of a new classification system. And frankly, this is easy to support. Members have been and will be involved in setting both the competencies and the proficiency levels associated with the performance statements. And members will set the rest of the classification system. What we will discuss in the next part of our program will be what the MSRSG has struggled with for the last two years -- a model for a classification system. This proposal is not set in stone. It's not even set in playdough. We want input from members on this. That is why we have prepared an extensive communication plan that is described later in the presentation.

Classification is a difficult issue for us to discuss because it is so personal. GCSAA means something to ALL of us -- if it didn't we wouldn't be here. We are proud to be members, and to be so bold as to set standards to be a member is difficult for all of us personally -- because it affects us personally.

We begin the discussion by with outlining some of the assumptions that the MSRSG began with: First, it was unanimous within our group that we wanted the GCSAA to remain an inclusive organization. In other words, everyone who wants to be a member should have that right. However, we also agreed that in order to be "branded" or marketed to employers, we wanted our classification system to "mean something." So we started outlining what we wanted the end product -- in this case, our branded Class A member -- to look like and that process led to the proposed standards which will be outlined next. We also wanted to make sure that the requirements are attainable.

We must begin thinking about education in different ways. The half-day, one-day and two-day seminars will still be available, but so will alternative methods of delivery. Furthermore, we all agreed that Class A and above members should have required ongoing continuing education. Our industry continues to change and as professionals, we must be ready to meet those challenges. Another assumption was that we wanted a clear differentiation between Class A and Certified. Finally, we also agreed that there would be some type of grandfathering of Class A and Certified members into the new system. We recognize the value of our existing members and believe that you have laid the foundation for the new requirements. However, we also recognize that you should not be held to entry standards. Let's discuss how we propose to grandfather current Class A and Certified members.

The model we are discussing today has taken us two years to discuss and develop. Please review objectively the proposal and the rationale used to develop it.

Next, we'll cover information about membership classification, the education program and the communication plan.

: We have prepared a Comparison of Current and Proposed Requirements -- let's focus on the requirements for Class A. As you will note, there is no change in Class C for the assistant superintendents. At this point, we do not anticipate any major changes with the exception of allowing Cs to utilize the HR Web for their career guidance. We also see no major changes in the Class B requirements. Frankly, this is where we see the inclusive nature of our organization being utilized. If a person is a superintendent and wants to pay their dues, they can be a Class B member. However, if they aspire to continue their professional development whether as a superintendent or seeking more responsibility, then there will be appropriate recognition for them through the branded Class A or Certification program.

In order to be a Class A member, a potential member must hold the job responsibility of a superintendent. In this profession, we have seen lots of different names and unfortunately we have been constrained by that label. With the competency assessment, we have a good handle on what superintendents' jobs are and if a person meets that definition, they can apply for Class A status. Class A members will be required to self-assess against the competency statements and then have this self-assessment validated. The validation process has not been totally developed. However, there are a number of ways to accomplish this mission. For example, if you have a good relationship with your employer, enlisting their help in validating your proficiencies could be an option. But maybe it would be better handled by one of your colleagues. Our consultant, Franklin Covey, will develop various options for validating the proficiency levels for us. The proficiency levels are currently being set by the MSRSG and by members who have been involved in various focus groups. These levels and the HR Web will be available for members next summer -- two years prior to any required use. This will allow members time to experiment with the examination and with the self-

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assessment and get comfortable with these tools.

In addition to the self-assessment, we recommend that Class As have a minimum of three years experience in holding the responsibility of a superintendent, same as it is currently. We all know that it is great to have the formal education, but experience teaches us to apply that education practically on the course.

And finally, let's move into formal education. We recommend that our branded Class A members possess either a two-year turf degree or a four-year college degree. We recommend this for the following reasons: Society and thus employers recognize formal education as a requirement for a professional. In order to advance the image of the golf course superintendent, it is imperative for us to convey that professionalism to our employers and to golfers who may become our future employers. Our profession is one that demands a commitment to life-long learning beginning with the fundamentals we get from a college education. Before you react, please understand that these education requirements will apply only to new members after the date of implementation. Current members, such as ourselves, will not be required to meet the education requirement. This will be explained in more detail when we talk about grandfathering.

First, let's talk about on-going requirements for membership.

We all agreed early on that Class A members need to have some type of ongoing requirements. We need to encourage members to maintain currency and relevancy within the profession. We believe in the old adage that as a profession, we are only as strong as our weakest link. Therefore, we are proposing the following ongoing requirements for all Class A members.

First administratively, we set a renewal cycle of every three years. We selected three years for two main reasons: #1 - Each year new products and technologies are released into our industry and it is imperative that we keep current on those items. And #2, we also believe that by keeping the period fairly short, we would help members organize their own professional development. In other words, all of us know people who wait to recertify until the last three months of the five-year period. It becomes very difficult to complete. By keeping the period shorter, we keep the message in the forefront of our members' thoughts. This must be something we make a priority in our professional lives.

We talked about the self-assessment requirement during the discussion of entry-level requirements. We believe that in order to guide a member's professional development, they should have to take a self-assessment once during every renewal cycle. One thing we haven't discussed is that the HR Web will continually be updated and revised to meet the evolutions our jobs require. As it changes, we need our members to continually reassess themselves and their proficiency levels. This will help them guide their own professional development as well. In order to support that pro-

fessional development, we will require some level of continuing education. Education is not going to look the same as it does today. We are not going to be fighting to get our requirements complete because we can't get the seminar we want in our region or at C&S. In addition, as vital as continuing education is, we recognize that there are other factors that we need to foster and one of those is some type of recognition for participation in civic, chapter and national committee work. So this type of professional development will also play a part in the on-going requirements.

Let's look at the proposed requirements for certified members.

Class A is moving to a higher level and that requires that Certified move to a higher level as well. This becomes a discussion for the Certification Committee but these are the recommendations that will be made to that group. One of the things we can agree on is that we need to simplify certification. At this point in time, explaining certification is the most difficult part of becoming certified. So, goal one for certification is that it should be a higher level than Class A. Goal 2 is to simplify the system. Goal 3 is to ensure that it is integrated with education. Right now, education and certification are disconnected and they need to be more integrated. By overarching the whole program with competen-

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Applications For 2000 MGCSA Scholarship Awards Are Available at the MGCSA Office

The MGCSA provides scholarships to students attending college or vocational programs at any accredited post secondary institution.

Scholarship recipients are selected on the basis of academic record, potential to succeed, leadership and participation in school and community activities, honors, work experience, a statement of education and career goals and an outside appraisal.

Questions regarding the scholarship program should be forwarded to:

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240 Minnetonka Avenue South
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* * *

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Lebanon Goes Online To Benefit The GCSAA Foundation

Lebanon Turf Products has launched its Performance Index Number (PIN) program to benefit the Golf Course Superintendents Association of America (GCSAA) Foundation's "Investing in the Beauty of Golf" campaign over the next two years. This program will provide funding for Lebanon's \$50,000 donation to the campaign. The donation places Lebanon in the Founder's Club, which is the third highest giving level in the campaign.

Lebanon has designed a short, five-question, online survey for golf course superintendents. For every GCSAA member completing the survey, Lebanon will donate \$25 to the campaign. The PIN is a scientific method of determining a fertilizer's efficiency that allows products to be easily compared based upon a simple rating system. The PIN is the sum of three important attributes -- particle dispersion, particle integrity and nitrogen activity index. The online questionnaire will focus on the superintendent's understanding of those factors.

The GCSAA Foundation is committed to advancing environmental and scientific developments in golf course management, providing educational opportunities for superintendents and turfgrass students and preserving the history of the profession. Since its inception in 1955, The GCSAA Foundation has provided more than \$1 million in support of numerous research studies and more than 1,000 student scholarships.

GCSAA has been the leading professional association for the men and women who manage and maintain golf facilities in the United States and worldwide. From its headquarters in Lawrence, Kan., the association provides education, information and representation to more than 20,000 individual members in more than 65 countries. GCSAA's mission is to serve its members, advance their profession and enhance the enjoyment, growth and vitality of the game of golf.

Visit the GCSAA Web site at www.gcsaa.org.

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WATER CONSERVATION

In some areas of the United States, factors such as rapid population growth and long-term drought are putting severe pressure on already depleted water supplies. In order to avoid further depletion, local governments often try to restrict water use. Golf courses, because of their highly visible irrigation practices, are an easy target for such restrictions. Regardless of whether restrictions are already in place, it is essential to use every drop wisely.

Water quantity, however, is only part of the water challenge: Water quality is also important. Efforts to help protect current water resources from contamination are a top priority.

Golf course superintendents are working to keep water sources clean.

Superintendents decide which areas, such as the rough, can be replaced with drought-tolerant plant materials and develop long-range landscape plans that cluster plantings according to their water needs.

Superintendents must decide on proper irrigation amounts and irrigation intervals. This is probably the most difficult task in managing water. Previous recommendations maintained that irrigating deeply and infrequently would encourage plant root development. However, research has shown that in the semiarid West, turf quality is better when watering is done frequently and lightly. This practice is known as deficit irrigation. Superintendents must consider the type of soil, species and ET rate for the best possible conservation method and use accurate timing methods to control the frequency and duration of water. It is also important to find and fix leaks in the irrigation system quickly and cap sprinkler heads in non-priority watering areas.

Water leaves turf by evaporation from the soil or by transpiration -- the process by which the plant cools itself and removes waste products from the plant tissue. The entire operation is called evapotranspiration (ET). The ultimate management goal is to achieve the lowest ET rate possible in order to make the best use of the irrigation water. It is vital to consider soil and species when deciding to replace turf.

Some superintendents use sophisticated computerized irrigation systems and monitor the weather through on-site weather stations to make sure the course is not watered right before it rains.

Superintendents can also use water-retaining agents in the root zone. Polymers are sponge-like granules made of synthetic material or starch that can absorb large amounts of liquid. They then contract and release the stored water into the soil. In this way, polymers can reduce the amount

of water lost through percolation and evaporation, thus reducing irrigation requirements. In addition, they dissolve nutrients and absorb herbicides and pesticides. Polymers can be expensive and difficult to inject into the soil. However, as their use becomes more widespread, polymers will probably play an important role in future turf management.

Properly treated effluent water can be an excellent source of water for irrigating golf courses.

Effluent water (treated wastewater) has been used for irrigation purposes for about 30 years in some areas of the country. Effluent costs less than potable water and has several positive attributes:

Effluent water contains nutrients that can be used by the turfgrass plant.

Turfgrass has the ability to use large quantities of organic waste that many other plants cannot withstand.

Turf can utilize effluent water that might otherwise be wasted. Food crops may not use effluent water because of the chance of contamination in the human food supply.

The following is a list of simple conservation efforts your golf course superintendent may already have implemented.

Reading water meters monthly to monitor the success of water conservation efforts. Comparing usage to the same period last year. Weather variances can greatly affect the results of such comparisons and should be given consideration.

Watering at night or in the early morning when wind and evaporation are lowest.

Washing all equipment and machinery by using a hose with a shutoff nozzle, and soap and water from a bucket.

In the clubhouse, checking for plumbing leaks and malfunctions and turning off any unnecessary flows.

Golf course superintendents are working to do their part in conserving water resources. If you have any questions about the water management practices on the golf course where you play, please contact your superintendent.

* * *

(Editor's Note: Greentips are published by the Golf Course Superintendents Association of America and are designed to help those involved in golf course management keep the golfing public informed about practices on golf courses. The information provided in this publication is advisory only, and is not intended as a substitute for specific manufacturer instructions or proper training in the use, application, storage and handling of the products or processes mentioned. Always read and follow label directions. Use of this information is voluntary and within the control and discretion of the reader.)

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cies and basing both education and certification on required competencies, we can achieve that goal.

Our proposal is as follows: in order to be certified, you must have served three years as a Class A member. We recognize the value of experience. To be a Class A superintendent, you must hold the job responsibilities of a superintendent for three years. In order to be certified, you must be a Class A member for three years - so a total of six years is required. Again, we believe that the competency assessment will help us link our education and certification. We will require the proficiency levels to be validated. Certification should designate members who have achieved

more, who can demonstrate their knowledge at a higher level. So we will set the standard higher. Because we have raised the bar on formal education, we will keep that requirement the same: a two-year turf degree or a four-year degree in another non-turf related field.

In terms of on-going requirements for certification, we have also set a renewal cycle of three years. We set a high priority on keeping the system simple! We will require continuing education and professional service, again at a higher level than Class A. These requirements are yet to be determined. And as with a Class A, in order to guide your own professional development, you will be required to self-assess once every renewal cycle. However, we do not recommend that you be required to have your results validated every three years. It merely means you self-assess - no one will have access to your individual record but you. However, it will guide the development of your continuing education.

So you now have the entry level requirements for Class A and Certification. And you have the ongoing requirements. Let's move to the grandfathering issues.

PDI Grandfathering Considerations have been developed. We are proposing an extensive communication plan to take information about the PDI out to the chapters.

Timeline -- Next year at the Delegates meeting, you will see the results of that communication plan and we will have a by-laws vote to consider in Dallas in 2001. However, we propose that the new requirements not go into effect until July 2002. This gives us 18 months to develop the administrative processes and to communicate the revisions to our membership. It gives us time to begin testing a pilot program for the new system. We will begin the pilot with a small group of people to develop the new administrative processes that will be required to effectively oversee this program. That pilot program will be held from March 2001 to March 2002. That will give us about five months to make the appropriate administrative revisions to ensure the smooth transition of this program.

Recommendations -- We recommend that all Current Class A members will move into the new branded Class A and the only requirements they will be responsible for is ongoing continuing education or professional development requirements. All Current Class B members would transition into the Class B category but would be able to apply for Class A membership by only passing the Competency Assessment and experience level requirements. Then as Class A members, they too would be responsible for ongoing requirements.

The net impact of the new requirements on current members is this: You will be expected to meet

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on-going continuing education requirements and complete a self-assessment during each three year renewal cycle.

What does grand-fathering mean for those who are certified? We propose that all current CGCS members retain their certification. However, we also recognize the value of this new system and propose that they be required to maintain the new ongoing requirements of completing a self-assessment during their renewal cycle. For those individuals who are currently Class A members who are working toward meeting the current certification requirements, we propose they register their intent before July 2002. They will be exempt from the new eligibility requirements until July 2007. However, we recommend that they maintain the new ongoing requirements.

So bottom line, you move into the same category you are currently in but you may have ongoing requirements.

So what about these ongoing requirements? Let's talk about the restructuring of the education program to support the changes in member classification.

Listed above are some of the components of the Education Vision for GCSAA. The actual vision statement is being developed under the direction of the Education Committee. Three major activities are underway as part of the education redesign effort as listed.

Curriculum mapping involves comparing the content of educational opportunities (like seminars and courses) against the competencies that superintendents need to be successful. GCSAA staff and the Franklin Covey team have done high-level mapping of the GCSAA seminars

Gap analysis tells us whether the educational opportunities match the competencies completely, somewhat or not at all. On a gap analysis table, black signifies that the competency is well covered by the educational opportunities, gray means the competency is covered somewhat, white means the competency is not covered at all.

Overall, the gap analysis reveals that we have a few areas of black, lots and lots of gray, and some areas of white.

Let's look at a gap analysis table for one competency cluster-- leadership. Gap analysis is being done for each of the competency clusters, but looking at a single table will give you feel for how curriculum gap analysis is valuable.

In looking at this curriculum gap analysis for leadership, you can see that our current educational offerings address only 6 of the 17 competencies in this cluster. The six competencies that are addressed are mostly gray, meaning that the coverage is incomplete. We have only one area of black, meaning that we think the current educational offerings cover this part of the competency quite well. Clearly we have a lot of work to do in developing or redeveloping our curriculum in leadership.

Some people may think that the gaps in our education program mean that we haven't had a good program. Actually, our current program is very good -- it just wasn't designed to map to the competencies that only recently have been identified.

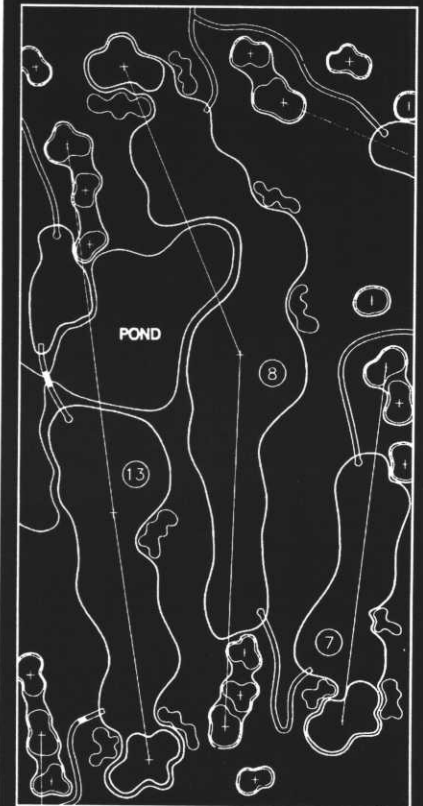
Fortunately, the curriculum coverage is better in the agronomy arena. We have many courses that are directed toward these "technical" competencies. Still, there is development and re-development that needs to be done with the agronomy portion of the curriculum as well.

As explained earlier, the curriculum gap analysis reveals where the curriculum needs to be strengthened or expanded. The most significant gaps in competency coverage

Our proposal is as follows: in order to be certified, you must have served three years as a Class A member. We recognize the value of experience. To be a Class A

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